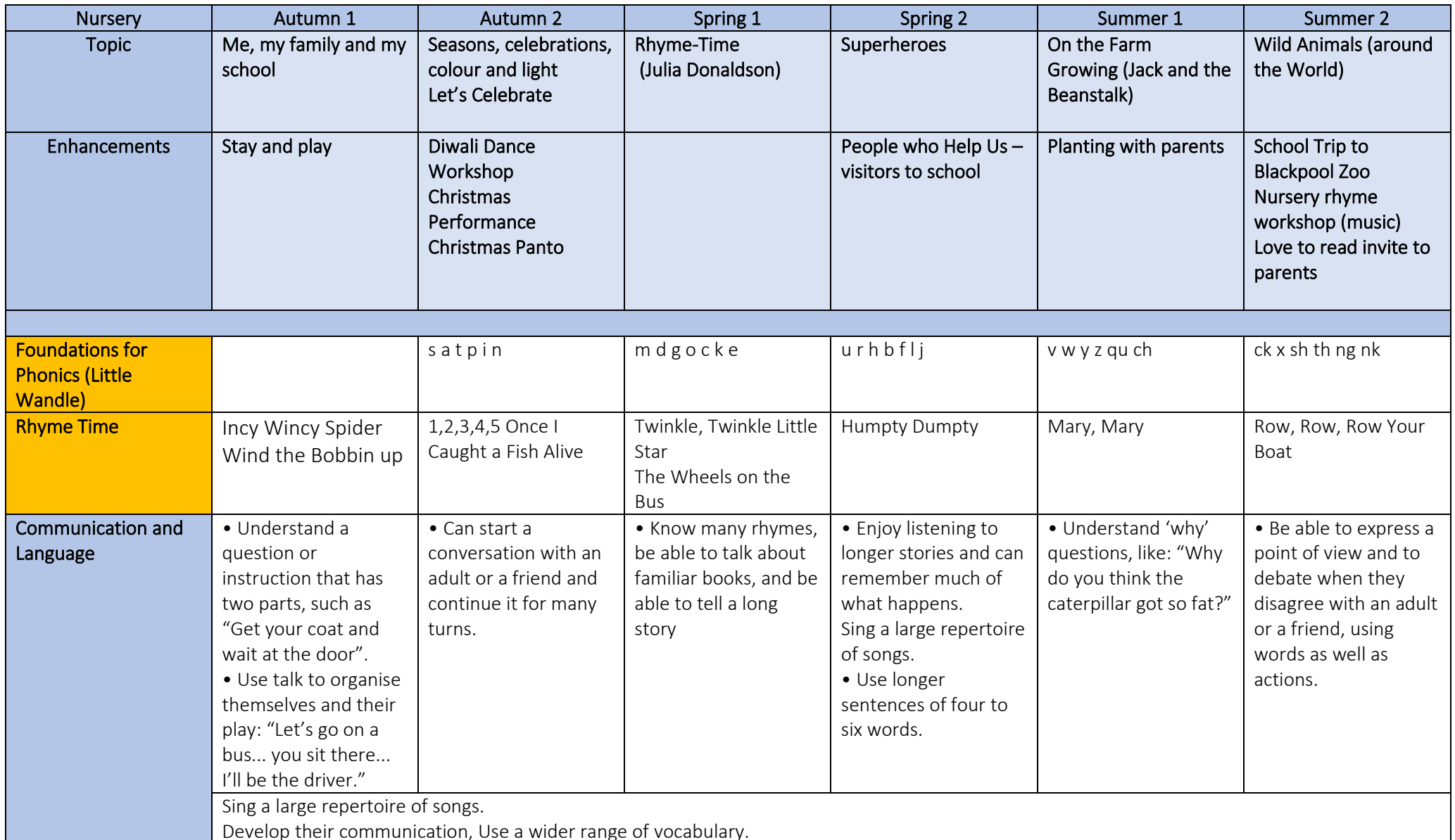




PSE supported by the whole school scheme Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	The Worthy Way- Settling in and getting to know each other, Attitudes to learning: School rules/settling in & behaviour Making new friends, developing independence					
	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling.					
PHYSICAL P.E. Gross Motor Skills	Gymnastics		Dance The Gruffalo The Smartest Giant in Town Room on the Broom The Snail and The Whale		Ball Skills / Outdoor Games	
Fine Motor Skills	Dough disco & funky fingers Letter formation and correct pencil grip		Dough disco & funky fingers Letter formation and correct pencil grip		Dough disco & funky fingers Letter formation and correct pencil grip	
Development Matters	Physical Development • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors.					

	• Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.					
Literacy	Topsy and Tim start School, When I'm big, Wanda's First Day, I Don't Want to Wash my Hands, Owl Babies, Me Too, Who's in the Loo? Worthington Way Books, The Large Family stories, Families, Families, Families, You Be You, Only One You, Why My Body? So much	Christmas Stories, The Scarecrows Wedding, Lettice the Bridesmaid, Kipper's Birthday,	The Gruffalo, Gruffalo's Child Smartest Giant in Town, A Squash and a Squeeze, Room on the Broom, What the Ladybird Heard	Supertato series, Ten Little Superheroes, Even Superheroes have Bad Days, Non-fiction books about people who help us	BBC Radio School Series - Jack and The Beanstalk, Appletree farm stories Minibeast stories	The Lion Who Wanted to Love, Rumble in the Jungle, Elmer, Handa's Surprise
Love of Reading	Owl Babies	You be You	Day Monkey, Night Monkey	Emergency	The Extraordinary Gardener	The Journey Home
Literacy Development Matters	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.					

	• Write some or all of their name. • Write some letters accurately.					
Maths	3-4 years • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
UW (Science)	How do we keep healthy?	Why do the leaves fall off the trees in Autumn?	What equipment can I use in Nursery to plays music and make sounds	What floats and sinks?	How does a beanstalk grow?	How can we sort animals?
	*Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	*Talk about the differences between materials and changes they notice. *Use all their senses in hands-on exploration of natural materials.	*Explore how things work	*Explore and talk about different forces they can feel *Talk about the differences between materials and changes they notice.	*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect	*Understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the

	*Make healthy choices about food, drink, activity and toothbrushing	*Explore collections of materials with similar and/or different properties. *Talk about what they see, using a wide vocabulary.		*Explore how things work.	and care for the natural environment and all living things	natural environment and all living things *Talk about what they see, using a wide vocabulary. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
UW (History)	Who am I? How have kitchens changed over time?			What equipment did doctors and nurses use in the past?	Where did food come from before supermarkets?	
	*Begin to make sense of their own life-story and family's history *Continue to develop positive attitudes about the differences between people *Explore how things work *Understand the key features of the life cycle of a plant and an animal			*Begin to make sense of their own life-story and family's history *Show interest in different occupations *Explore how things work	*Begin to make sense of their own life-story and family's history *Show interest in different occupations *Explore how things work *Plant seeds and care for growing plants	
UW (Geography)	Where do I find things in my classroom?	What do we celebrate in nursery?		How do routes help?		Which animals live in the zoo and why?
	PSE: Select and use activities and resources with help when needed. Mathematics: Discuss routes and locations	<u>People, Culture and Communities</u> *Continue to develop positive attitudes about the differences between people. *Know that there are different countries in		<u>Mathematics</u> *Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and 'behind'.		<u>People, Culture and Communities</u> *Continue to develop positive attitudes about the differences between people. *Know that there are different countries in

		the world and talk about the differences they have experienced or seen in photos.				the world and talk about the differences they have experienced or seen in photos. *Begin to understand the need to respect and care for the natural environment and all living things.
UW (RE)	How do we celebrate when babies are born? What do we celebrate in Nursery?		What is special about Springtime?		What was Noah’s Ark?	
EAD (Art/ D and T)	Self portraits	Kandinsky – Concentric circles Making Diva Lamps	What does an illustrator do?	Design and make a cape for Supertato	Observational drawings of a bean plant	Animal skin / fur patterns Who Am I? Mechanisms
	• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing					
EAD (Music)	Kapow – Celebration Music Christmas Performance		Kapow – Musical Stories		BBC Radio Primary Music - Jack and the Beanstalk	
	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.					

